

IMPROVING STUDENTS' VOCABULARY BY USING SONGS AND GAME

(A Classroom Action Research on the Second Grade Students of SD

Kristen Kanaan Sungai Raya Dalam in Academic Year 2011/2012)

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IMPROVING STUDENTS' VOCABULARY BY USING SONGS AND GAME

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Abstract: Improving Students' Vocabulary by Using Songs and Games is a Classroom Action Research at Second Grade Students of SD Kristen Kanaan Sungai Raya Dalam in Academic Year 2011 / 2012. The aim of this research is to know how the use of songs and game improve the students' vocabulary achievement. The researcher used classroom action research as the method of this research. Based on the analysis of the students' test result, the writer describes the qualification of students' mean score in third cycles (90.0) which reached 100% of achievement score is Excellent.

Key Word: vocabulary, using songs, game.

Abstrak: Meningkatkan penguasaan kosa kata anak dengan menggunakan lagu dan permainan merupakan sebuah Penelitian Tindakan Kelas pada siswa kelas dua di SD Kristen Kanaan Sungai Raya Dalam Tahun Ajaran 2011 / 2012. Penelitian ini bertujuan untuk mengetahui bagaimana lagu dan permainan meningkatkan penguasaan kosa kata anak. Peneliti menggunakan penelitian tindakan kelas sebagai metode dalam penelitian ini. Berdasarkan analisa hasil tes siswa, penulis menyimpulkan bahwa kualifikasi nilai rata-rata siswa pada putaran ketiga (90,0) yang mana mencapai nilai ketuntasan 100% dikategorikan Excellent.

Kata Kunci: kosa kata, penggunaan lagu, permainan

The success of learning a foreign language is assumed in term of the ability to communicate by using English. Therefore students should able to have enough vocabulary. Vocabulary is increasingly as a crucial component to language learning. The teaching vocabulary for children as beginner in learning a language is very important.

Teacher can motivate students to learn the vocabulary use some interesting technique, such as vocabulary game, songs and activities related to the vocabulary building and vocabulary learning to prevent the young learners from forgetting the vocabularies.

Teaching becomes an important activity to improve students' vocabulary achievement, especially concrete noun. Teaching means showing or helping someone to learn how to do something, giving instruction, guiding the knowledge, causing to know or to understand (Brown, 2001:7). In this case, the teaching has an aim to make the students understand from the lesson given since they do not know. For example: the researcher taught vocabulary about part of body to the students by using songs and game. Songs and game help the students to memorize vocabulary.

Teaching vocabulary to children is considered difficult. Young children tend to change their mood every minute (Klein 1993:14). Students seem very quickly to learn new words but they will also quickly to forget them. Therefore, it is very important to give students a lot of interesting activities to help them in memorizing vocabulary.

Vocabulary is defined as the total number of words in a language. Large vocabularies help us to express our ideas precisely, vividly and without repeating ourselves in composition (Burton 1985:98). The teacher has to transfer the information to the students, because the students have to understand the vocabulary used to enable them to get the information transferred. The usefulness of words is words that are more frequently used and commonly found in communication.

There are two kinds of vocabulary, they are function word and content words. Function words are used chiefly to express grammatical function, while content words are used to express part of speech and consists of nouns, verbs, adjective and adverbs to make the largest part of vocabulary.

A noun is a name of anything. It may be a person, an object, a sense impression and a taste. Nouns classified as kinds and as number (Harmer 2007:34). There are two kinds of nouns, they are abstract nouns and concrete nouns. A concrete noun consists of proper noun, common noun, collective noun and material noun. Number of nouns are divided into four different classes, such as singular noun, plural noun, countable noun and uncountable noun. In this research, the researcher focuses on one of the content words that is noun especially concrete noun.

Teaching young learners are different from teaching teenager and adults because the young learners have special need, interest and abilities. Young learners like fun activities that can make them feel enjoy. The young learners still have a limited conceptual awareness and language use should arise naturally from the activities and language development. (Reilly, Ward and Malley 1999:11). Teacher should know the way how to fulfill young learners' characteristics. According to Kay (2005:5) young learners have characteristics, such as: 1). Children bring to their language learning, their own personalities, like and dislike and interest, their own individual cognitive styles and capabilities and their own strength and weaknesses,

2). They are still gaining understanding from direct experience through object and visual aids 3). Young learners are unlikely to see the 'whole' in a component that several parts, 4). They need love, security, recognition and belonging accompanies as gradual shift from dependence on adult to peer group support and approval, 5). Children prefer to play and enjoy team games, 6). They begin to learn about cooperation and sharing, 7). They usually love physical activities, which they often participate in noisily and sometimes aggressively, 8). They need to play and to engage in fantasy and fun, 9). They are often enthusiastic and lively.

Children are fast learners because they have the ability to memorize easily but they get difficulties to be serious in learning. Therefore, teacher has to be inventive in selecting interesting activities and must provide a great variety of the effective way to concentrate in learning by giving something interest to follow their mental and physical development.

Students should have motivation to learn and memorize vocabulary items in order to read, spell and writing vocabulary. Interesting way will raise students' motivation; the way are by using songs and game.

As long as we can remember, songs have been part of human life. Song is an integral part of our language experience, and it is used in coordination with a language class (Schoepp 2001:52). Therefore, song is an interesting and enjoyable activity. Song can increase the language acquisition process unconsciously and song can help students to pronounce the words and read the words quickly. Children need suitable songs to sing, they are cheerful song, happy song, active song and funny songs. For example: 1). Head shoulders, knees and toes, 2). If you're happy, 3). Right hand, left hand, and 3). Forest dance.

Songs as the technique in teaching vocabulary. Various kinds of children's songs are considering useful for elementary students. One of linguistic advances of song is that the learner will happily repeat the same structure, even the same words, over and over again without getting bored (Reilly, Ward and Malley 1999:20). The main cognitive reason for using songs in the classroom is to help automatically the language development process.

There are many advantages of using game in teaching activity. Game enables learners to acquire experience, the students feel delighted to participate in the studying activity and game can be used to stimulate the classroom atmosphere. According Richard Amato (cited in Userman 1998:20), who believes games to be fun but warns against overlooking their value, particularly in foreign language teaching. He also said that, games can lower anxiety, thus making acquisition of input more likely. Game is a structured activity, something that students do for fun and to make students feel interested. In teaching learning process, game is an educational tool to

know how far the students' willingness in learning English vocabulary is. One of game that writer uses is "sequence game card" (Students stick the word to the picture).

Game as the technique in teaching vocabulary. Young learners learn language through playing and they enjoy it. This is quite natural way for them to learn. Playing with language is very natural in the first stages of foreign language learning (Scott and Ytreberg 1990:5). In this research, the writer also uses game as the technique because child can derive challenge, enjoyment, confidence and movement competence through game.

METHOD

This research is conducted in an action in which research pays more attention to the teaching and learning process. The writer searcher what the real problems are analysis the caused and decides what action should be taken to solve such kind of problem. As stated by Carr and Kemis (cited in McNiff, 1992:2) seems to be the most comprehensive. Action Research is a form of self reflective enquiry undertaken by participants (teachers, students of principles, for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practice, and (c) the situations in which these practices are carried out.

In accordance with Lewin (cited in McNiff 1992:22), as a spiral of steps. Action Research has four stages: planning, acting, observing and reflecting. Planning is teacher's preparation before doing the action. In this step the researcher prepares everything for the completion of action in the class like designing lesson plan, designing the songs, game card, teaching materials, teaching media, observation checklist, table of scoring and field note. The preparation can be seen as follows: (a). Steps of teaching within procedure of action, and activities in implementing actions towards problem solving as have been planned, (b) Prepare media as needed in the classroom (pictures, songs and game card), (c) Prepare the way of observation such as observation checklist, scoring table and field note.

Acting is the action of research. The actions were hold in three meetings of activity in one section (one time meeting) such as: pre activity, whilst activity and post activity. In the pre activity, the teacher will greet the students, sing a song (parts of body song), showing parts of body picture, and asking some questions that relate to the material. In whilst activity, the teacher explained the material shortly, direct the students about what they have to do, and how should they do the task. In this part, the researcher (teacher) applies group work to prove students' vocabulary achievement. In the post activity, the teacher made correction of the game card performance. Teacher explains any difficulties that might arise in the class. Next, in order to

achieve the aim of this research, the researcher sets three cycles of action research. Every cycle consists of one meeting in one week. One meeting is 70 minutes. Means there three cycles of three meetings need three weeks, and an extra week to anticipate ineffective learning process.

The observation is done based on students' vocabulary achievement which observed by using scoring table. In observing a collaborator is needed. It is to observe what happens in presenting songs and game technique. A collaborator comments or jot down anything occurred when the teacher applies this technique, including obstacles that the researcher found in the learning process.

Reflecting taken after students' performances in every cycle is evaluated to find weaknesses or problems. Then, the researcher decided which action is needed to overcome the weaknesses or problems. The researcher recalled all information which provided the base for the revise plan for the next cycle and discussed with the collaborator to get feedback. Based on the result of scoring table and field note on first meeting, the researcher and collaborator made a discussion concerning with the activity in the class. From the discussion, the researcher got some important feedback for example the researcher should notice passive students singing songs and playing game and ask them to be more active on the next meeting. Feedback is important in re-planning the next action. It can change a certain action in order to increase the teaching learning process. In this research the researcher and the collaborator gave the procedures of songs and game as technique of learning to improve the students' vocabulary achievement. Steps of songs and game as follows: 1). Teacher prepares the material and lesson plan, 2). Teacher divides students into six groups. Each group consists of four students, 3). Teacher gives the instruction and model to the students, 4). Teacher asks the students to sing a song together, 5). Teacher presents the lesson briefly (± 10 or 15 minutes), 6). Teacher asks several commands and some questions to the students, 7). Teacher gives students time to play game, 8). Teacher monitors every student in sequence game card and make sure that all of the students understand the game and 9). Teacher gives test to the students to know their individual score (± 10 or 15 minutes).

In this research, the subject of the research is the second grade students of SD Kristen Kanaan Sungai Raya Dalam in academic year 2011/2012 that consists of 24 students to be observed and they were conducted the body parts vocabulary.

The appropriate technique of data collecting is important to gain the objectives of this research. Researcher used the observation and measurement technique by using written assessment. The students are asked to choose the correct answer based on the picture. The researcher carried out the observation directly when she was taking data in the classroom that was being held and the data were collected by researcher and observed by her collaborator. Besides, the researcher also took some notes while and

after teaching instead of songs and game technique in improving students' vocabulary achievement.

Techniques of data collecting that applied in this research are (1) observing: (a) Observing is the action that applied by researcher and her collaborator to watch subject, (b) Taking note in classroom activity using field note. (2) Measurement technique by using written assessment. Written assessment is the result of students' vocabulary achievement and the students' score in writing vocabulary from each meeting in scoring table.

The researcher uses observation, written assessment and field note as the tools of data collecting. One of the techniques in collecting data is observation. It is done by using field note as a guidance to notice students and activities that occurs when the treatment is applied. Besides observation, the researcher also uses the written assessment. This test will measure by scoring table. Scoring table is the main tools in collecting data in this research. The data is the students' vocabulary achievement.

The other tool is field note, it is used to show the activity in every meeting. It is aimed to note the supporter data that related to the object in this study (students' progress). This note also used to record the teaching learning process related to weaknesses and obstacles found in the research.

In order to complete the class activity, the researcher will use the formula of main score. All individuals score gathered from scoring table will be assumed and divided by the number of students in the class. The formula as follow:

$$M = \frac{\sum X}{N}$$

M : The mean score of students' vocabulary achievement

$\sum X$: The sum of students' vocabulary achievement

N : The number of the students be observed

“Taken from SD Kristen Kanaan Sungai Raya Dalam's Classification of Quality for writing”

To know whether the songs and game can improve the students' vocabulary, the researcher used measurement assessment in every meeting by using students' score. As the minimum score assessment, it will be adopted by the SD Kristen Kanaan Sungai Raya Dalam's Minimum Standard Scores of English subject (Kriteria Ketuntasan Minimum), that is 70 (seventy). Then, to classify the data, the researcher provides the qualification of students' mean score as follows:

The qualifications of rage score

Range score	Classification
90-100	Excellent
80-89	Good to excellent
70-79	Average to good
60-69	Poor to average
0-59	Poor

(Based on KKM (Minimum Standard Scores of English subject) SD Kristen Kanaan.

RESULT AND DISCUSSION

The aim of this research is to know songs and game improve students' vocabulary achievement. The researcher used classroom action as the method in this research. The subject of the research is the Second grade students of SD Kristen Kanaan Sungai Raya Dalam in academic year 2011/2012 that consists of 24 students to be observed and they were conducted the songs and game. Based on the analysis of the students' test result, the writer describes the qualification of students' mean score in the third cycles (90.0) which reached 100% of achievement score is excellent.

English score at SD Kristen Kanaan Sungai Raya Dalam demanded the Minimum Standard Score (KKM) is 70 at the end of each final semester meanwhile the students' mean score of second grade at the end of the last semester shows the achievement of 50. After the teacher gave the treatment in cycle 1, students' mean score is 51.7, the teacher should do classroom action research in cycle 2. The students' mean score test shows the improvement in cycle 2, the mean score was 66,7 there are still 9 students got the lower score than 70 and the teacher should do the classroom action research again in cycle 3. The students' mean score test shows the significant improvement in cycle 3, the mean score was 90.0. the result in the third cycle shows that all students in second grade of SD Kristen Kanaan Sungai Raya Dalam reached the Minimum Standard Scores (KKM).

DISCUSSION

From the result of computation above, the test indicates that 5 of 24 students got > 70 in the first cycle. The result in second cycle shows that 15 of 24 students got > 70. It means that 63 percents of students in second grade gain the Minimum standard Scores. Though the test score in cycle 2 shows significant improvement but there are still 9 students of second grade got test score lower than 70 so that their score improved in cycle 3. The result in the third cycle shows all of students reached the Minimum Standard Scores (KKM) with 100%.

The Standard Competence and Basic Competence particularly in writing ability based on the curriculum that is used in SD Kristen Kanaan Sungai Raya Dalam state that students should be able to spell and copy the words which one of the spelling is writing vocabulary correctly and accurately. The researcher applied songs and game techniques in her classroom action research to help students be able to read and write vocabulary, and to help the students to reach the Minimum Standard Scores. These techniques also help students in improving their vocabulary achievement. After the researcher applied the songs and game in her classroom action research, students can write vocabulary correctly.

In this research, the first preparation is making lesson plan, game card and field note form. In this case the writer will apply songs and game techniques in teaching vocabulary. The teacher provides the teaching materials such as body parts vocabulary.

The implementation of research is delivering the lesson material in cycle based on the schedule as follows: the first cycle was conducted in April 24th 2012. The objective of teaching in this meeting is to encourage students' understanding in writing vocabulary, singing songs and playing game. Then the teacher introduced songs and game techniques to improve students' vocabulary achievement.

The teacher did those kinds of activity in the whilst activity of the research: (1) Teacher as a model sings a song while touching her body parts and then students follow the teacher to sing the song together (Head, shoulders, knees and toes song). (2) Teacher reads and spells the name of body parts. (3) Teacher asks students to read and spell the name of body parts. (4) Teacher explains body parts that familiar to students in English. (5) Teacher divides students into six groups. Each group consists of four students. (6) Teacher explains the game rules. (7) Teacher tells students that they will have a game "in sequence game card". (8) Teacher asks students to play game. Each group should match the picture with the word correctly. When they are given chance to play game in cycle one, a few of them still confuse in playing sequence game card and they got difficulties in reading and writing the name of body parts.

The cycle was conducted in April 27th 2012, students join in their group (first meeting group) and guess the answer will be “YES” or “NO” only. If the answer “NO”, they have to tell the correct answer. For example: teacher touches her head and says shoulder (the answer should be “NO”). The writer found that the students began to be active and understood what they should do.

In the post activity of the research, the teacher made correction of the game card performance and teacher asked the students if they have some difficulties. Then teacher and students concluded the lesson. Lastly, teacher assessed the students and closed the lesson with a song.

After the writer conducted second cycle, the writer found that the students began to understand about the game and what they should do. The significant score could be seen from their test percentage 63%. Although the teacher should conduct the third cycle to improve the ninth students who got the score lower than 70. It means that the use of songs and game techniques in teaching vocabulary can improve students vocabulary achievement.

Through songs and game techniques in studying vocabulary about parts of body, the students can read and write vocabulary and add their knowledge. As Brown states teaching is showing or helping someone to learn how to do something, giving instruction, guiding the knowledge, causing to know or to understand (Brown, 2001:7). In this case, the researcher who being a teacher in her classroom action research was successful in showing or helping the learners to learn the materials given through songs and game techniques.

Although improving students' vocabulary achievement by using songs and game can help students to read and write vocabulary, but not all of students can read and write vocabulary well. The individual score shows that there are 9 students who got lower score. It means that the teacher has to give clear instruction for the students. The teacher has to make simple instruction, brief and clear. As Varadi Tamas said that the direction must be given very often when students are not doing an activity well or appropriately.

The students who have low score have problem to write the words although they had been helped by the teacher. But for students that have high score, using songs and game techniques in teaching vocabulary help them to read and write vocabulary, so that they could write vocabulary correctly.

The third cycle test conducted in May 1st 2012. The result of the students test on cycle 3 increased significant. All of the students gain the minimum standard score of English (KKM).

In this cycle, the teacher re-explained about the game and gave the songs that students like. During the explanation about game, the students actively paid attention to the material. When they used songs and game techniques in group, they could finish their exercises without being difficult with exercises. Beside that, the teacher asked some questions related to the material. Most of the students did their work without any problem. Students' vocabulary achievement improved well than the second cycle. The students should gain individually achievement (≥ 70) score or 100% of the students should gain the level of minimum standard score of English (KKM).

CONCLUSION AND SUGGESTION

Conclusion

Based on the research finding, the writer gives the conclusion as follows: (1) The use of songs and game in teaching vocabulary to the second grade of SD Kristen Kanaan can improve the students' vocabulary achievement. It can be seen from the students' mean score in every cycle. In the first cycle, the students' mean score was 51.7. In the second cycle, the students' mean score was 66.7. In the last cycle, it raised to 90.0. (2) All of students had achieved the minimum standard score of English subject. It can be seen based on the result in every cycle. In the first cycle; there were 20 students whose scores had not achieved the minimum standard score of English subject. The minimum standard score of English subject was 70 point. In the second cycle: there were 9 students whose scores had not achieved the minimum standard scores of English subject yet. Then, in the last cycle, the students' score could achieve the minimum standard score of English were 70. It means that in the last cycle, the mean score of the students had achieved the minimum standard score of English. (3) Teaching vocabulary through songs and game could involve the students in the process of teaching and learning activity. This technique made them fun and enjoyable in teaching learning process. Also, at the same time, it provided a lot of opportunities for the students to enrich their vocabulary especially concrete noun. Game gave them chance to do the positive competition. (4) Songs and game as the way of developing vocabulary achievement can be applied in teaching vocabulary because it can develop the learners' memory in memorizing vocabulary and it can help the students to memorize the words in long-term memory.

Suggestion

After finding the test that improved students' vocabulary achievement by using songs and game, the writer would like to give the suggestion as follows: (1) The songs and game should be applied in teaching vocabulary, especially concrete nouns for improving students' vocabulary achievement. (2) In order to support teaching way work optimally, it is better for teacher to have a teaching media, for example pictures

or any real things/objects to help the students to get better understanding about materials.

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